



COURSE MANUAL

ENVIRONMENTAL SECURITY IN THE ANTHROPOCENE

COURSE INSTRUCTOR:

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ELECTIVE COURSE

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OVERVIEW

This document is prepared by the Course Instructors and contains basic information relevant to the elective course – Environmental Security in the Anthropocene. It is the official record for all intends and purposes as far as this elective is concerned.

This Course Manual serves as a general guide, and is subject to modifications, if needed. Any modification in the contents of this Course Manual will be communicated to the students in advance, including the reasons for such change.

COURSE PARTICULARS

Course title	Environmental Security in the Anthropocene
Course code	L-EL-0543
Course duration	14 WEEKS X 4 HOURS PER WEEK = 56 HOURS
Level	UG and PG
Number of credits	4 credits
Medium of instruction	English

Preferability	Non-law students should be willing to acquire a basic understanding of legal scholarship, whereas law students should be willing to engage in subjects beyond the rules of black letter law. Inclination towards reading literature on environmental protection, sustainability studies, international relations, peace and security is desirable.
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Cross-listed course	Yes
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This course was ideated and developed by Professor Esha Rana and Professor Pratik Purswani.

COURSE DESCRIPTION

This elective course explores the relationship between environmental degradation and its security implications. Harm to the environment, especially in the regions that are socially and ecologically vulnerable, can lead to social tensions, exacerbating, contributing to, or prolonging the risk of future conflicts and instability and posing a major risk to global peace, security, and stability. The course aims to understand the climate-security nexus by looking at various international and non-international armed conflicts (past and ongoing), and exploring the intersectional impact it has on different vulnerable groups based on race, gender, class, age, etc. The drastic impact of the climate-security nexus is also assessed to understand the impact it has on growing migrations (internally and internationally), which is another cause of conflict in regions that have scarce resources.

As such, while advancing our understanding on these areas of concern, this course looks at two fundamental questions – (1) the role of competition over exploitation of natural resources as a cause of conflict. For instance, conflicts in South Sudan, Lake Chad Basin, West Africa and the Sahel Region, Somalia, Mali and Darfur; and (2) the role of conflicts in causing collateral harm to the environment. For instance, the environmental harm caused during the Viet Nam war, Gulf war, Israel-Lebanon war, and the on-going Russia-Ukraine Conflict. As a tool, the course analyses the issues through the framework of public international law, law of state responsibility, international environmental law, international humanitarian law, international human rights law, international refugee law, and more. Various UN Security Council Resolutions will be referred to understand the role of nation states in securitizing environmental harm as an imminent peace and security agenda.

Finally, it also looks at strategies for mitigation and adaptation, encouraging a discussion on climate policies that can incentivize transformative societal change in areas of armed conflict and political violence.

COURSE AIMS

This course aims to:

- i. Understand the causal link between climate change and security;
- ii. To identify that conflicts can emerge from an interaction of multiple factors, climate change is a catalyst in that sequence;

- iii. Understand the political, economic, cultural, social and environmental implications of the impact of the nature of conflict;
- iv. To understand the peace and security implications on the socially and ecologically vulnerable, specifically; woman, children and migrants;
- v. To critically evaluate the strengths and limitations of the current international legal regime and to propose ways forward.

TEACHING METHODS

Students are expected to prepare for and participate in classroom discussions (based on their reading of the syllabus materials) ahead of each class, and to raise questions and present their thoughts on these materials.

INTENDED LEARNING OUTCOMES

By the end of this course, students should be able to:

- i. Critically examine the relationship between environmental degradation, climate change, and international peace and security;
- ii. Analyse how competition over natural resources such as water, land, food, and energy can contribute to conflict, displacement, and political instability;
- iii. Evaluate the environmental consequences of international and non-international armed conflicts through historical and contemporary case studies;
- iv. Understand the intersectional impact of environmental insecurity on vulnerable populations, including women, children, migrants, and indigenous communities;
- v. Engage with and apply principles of public international law, international environmental law, international humanitarian law, international human rights law, refugee law, and state responsibility to issues relating to environmental security;
- vi. Critically assess the role of international institutions, particularly the United Nations Security Council, in addressing climate-related peace and security concerns;
- vii. Develop the ability to analyse contemporary geopolitical and environmental crises from interdisciplinary legal and policy perspectives

GRADING OF STUDENT ACHIEVEMENT

To pass this course, students shall obtain a minimum of 40% in the cumulative aspects of coursework, i.e., internal assessments (including moot court, mid-term exam, presentations, research paper) and the end term examination. Internal assessments shall carry a total of 70 marks. **End of semester exam shall carry 30 marks out of which students have to obtain a minimum of 30% marks to fulfil the requirement of passing the course.**

GRADE SHEET

PERCENTAGE OF MARKS	GRADE	GRADE VALUE	GRADE DESCRIPTION
80 and above	O	8	Outstanding – Exceptional knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and extraordinary critical and analytical ability
75 – 79	A+	7.5	Excellent - Sound knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and critical and analytical ability
70 – 74	A	7	Very Good - Sound knowledge of the subject matter, excellent organizational capacity, ability to synthesize ideas, rules and principles, critically analyze existing materials and originality in thinking and presentation
65 – 69	A-	6	Good - Good understanding of the subject matter, ability to identify issues and provide balanced solutions to problems and good critical and analytical skills
60 – 64	B+	5	Fair – Average understanding of the subject matter, limited ability to identify issues and provide solutions to problems and reasonable critical and analytical skills
55 – 59	B	4	Acceptable - Adequate knowledge of the subject matter to go to the next level of study and reasonable critical and analytical skills.

50 – 54	B-	3	Marginal - Limited knowledge of the subject matter and irrelevant use of materials and, poor critical and analytical skills
45 – 49	P1	2	Pass 1 – Pass with basic understanding of the subject matter
40 – 44	P2	1	Pass 2 – Pass with rudimentary understanding of the subject matter
Below 40	F	0	Fail - Poor comprehension of the subject matter; poor critical and analytical skills and marginal use of the relevant materials. Will require repeating the course
Absent	Ab	0	When the student has not appeared in the examination. If an "Ab" grade is assigned, it will require a resit examination and/or repeating the course.

CRITERIA FOR STUDENT ASSESSMENTS

Assessment of the participants will be based on the following criteria.

Assessment	Weightage	Remarks
Research Essay	30 Marks	Students will submit either a research essay or a policy brief on a theme connected to the course. The assessment will evaluate analytical depth, engagement with relevant literature and international legal frameworks, originality of arguments, and quality of writing and citations.
Simulation Exercise and Position Paper	40 Marks	Students will take part in an in-class simulation exercise modelled on a Conference of the Parties (COP) climate negotiation focusing on issues relating to environmental security, climate migration, energy transitions, loss and damage, and resource conflicts. Each student will be assigned a state, regional bloc, or stakeholder group and will be required to negotiate and contribute towards drafting a joint COP-style resolution or outcome document. Participants will also submit an individual position paper outlining the legal, political, and policy priorities of their assigned delegation. The assessment will evaluate the quality of the position paper, preparedness, negotiation and advocacy skills, engagement with international legal frameworks, and contribution to the final negotiated resolution.
End Semester Examination (Compulsory)	30 Marks	There will be a compulsory end-semester examination/component for all participants of the course who have successfully met the requisite attendance as per the governing JGU policies.

COURSE/CLASSROOM POLICIES

GENERAL TRIGGER WARNING

This course would include references to texts and materials that could espouse sexist, classist, casteist ideas and sometimes use troubling language. At other times, some of the scholarship including, audio video materials as full-length feature films could espouse violence, as some of the case studies we discuss are regarding violence during an armed conflict. These texts and materials could trouble some of us. Please give yourself plenty of time to read, including a buffer in which to emotionally process the contents as needed. All feedback is always welcome at any time in any format you prefer, whether in class, during the faculty office hours, or in writing.

ACADEMIC INTEGRITY AND PLAGIARISM

Learning and knowledge production of any kind is a collaborative process. Collaboration demands an ethical responsibility to acknowledge who we have learnt from, what we have learned, and how reading and learning from others have helped us shape our own ideas. Even our own ideas demand an acknowledgement of the sources and processes through which those ideas have emerged. Thus, all ideas must be supported by citations. All ideas borrowed from articles, books, journals, magazines, case laws, statutes, photographs, films, paintings, etc., in print or online, must be credited with the original source. If the source or inspiration of your idea is a friend, a casual chat, something that you overheard, or heard being discussed at a conference or in class, even they must be duly credited. If you paraphrase or directly quote from a web source in the examination, presentation or essays, the source must be acknowledged. The university has a framework to deal with cases of plagiarism. All form of plagiarism will be taken seriously by the University and prescribed sanctions will be imposed on those who commit plagiarism.

DISABILITY SUPPORT AND ACCOMMODATION REQUIREMENTS

JGU endeavours to make all its courses accessible to students. In accordance with the Rights of Persons with Disabilities Act (2016), the JGU Disability Support Committee (DSC) has identified conditions that could hinder a student's overall well-being. These include physical and mobility related difficulties, visual and hearing

impairment, mental health conditions and intellectual/learning difficulties e.g., dyslexia, dyscalculia. Students with any known disability needing academic and other support are required to register with the Disability Support Committee (DSC) by following the procedure specified at <https://jgu.edu.in/disability-support-committee/>

Students who need support may register any time during the semester up until a month before the end semester examination begins. Those students who wish to continue receiving support from the previous semester, must re-register within the first month of a semester. Last minute registrations and support might not be possible as sufficient time is required to make the arrangements for support.

The DSC maintains strict confidentiality about the identity of the student and the nature of their disability and the same is requested from faculty members and staff as well. The DSC takes a strong stance against in-class and out-of-class references made about a student's disability without their consent and disrespectful comments referring to a student's disability.

All general queries are to be addressed to disabilitysupportcommittee@jgu.edu.in

SAFE SPACE PLEDGE

This course may discuss a range of issues and events that might result in distress for some students. Discussions in the course might also provoke strong emotional responses. To make sure that all students collectively benefit from the course, and do not feel disturbed due to either the content of the course or the conduct of the discussions. Therefore, it is incumbent upon all within the classroom to pledge to maintain respect towards our peers. This does not mean that you need to feel restrained about what you feel and what you want to say. Conversely, this is about creating a safe space where everyone can speak and learn without inhibitions and fear.

P.S. The course instructor, as part of introducing the course manual, will discuss the scope of the Safe Space Pledge with the class.

READING MATERIALS

KEYWORDS FOR THE COURSE SYLLABUS

International environmental law, climate change law, peace and security, international humanitarian law, international human rights law, international refugee law, United Nations

COURSE DESIGN AND OVERVIEW (WEEKLY PLAN)

Week	Topics
1.	Introduction : Environmental security from an international legal perspective
2.	Securitizing the environment
3.	Protection of the environment in situations of international armed conflict
4.	Protection of the environment in situations of non-international armed conflict
5.	Establishing Responsibility for Environmental Harm in Conflict Zones
6.	Use of Nuclear Weapons during Armed Conflict
7.	Water Security
8.	Food Security
9.	Environmental security and gender
10.	Environmental security – climate refugees, forced migrations, and statelessness
11.	Protection of the environment as part of jus post bellum
12.	Inter-state reparations of environmental harm
13.	Criminal accountability and transitional justice
14.	Review

TEXT, MATERIALS, AND READINGS

The course readings that are unavailable through the JGU Library resources, will be provided through online facilities such as Google drive. Students are not required to purchase any textbook or formal reader for this course.

<p>Week 1</p>	<p>Introduction : Environmental security from an international legal perspective</p> <p>Compulsory readings</p> <ul style="list-style-type: none"> • Pierre-Marie Dupuy and Jorge E Viñuales, <i>International Environmental Law</i> (2nd edn, Cambridge University Press 2018) p. 3-26. • UN Environment, <i>From Conflict to Peacebuilding: The Role of Natural Resources and the Environment</i> (2009). • Pierre-Marie Dupuy and Jorge E Viñuales, <i>International Environmental Law</i> (2nd edn, Cambridge University Press 2018) p. 410-451. • International Law Commission Report 2019, UN Doc. A/74/10, Chapter VI on Protection of the Environment in Relation to Armed Conflict <https://legal.un.org/ilc/reports/2019/english/a_74_10_advance.pdf>. • International Law Commission, First Report of the Special Rapporteur, Ms. Marja Lehto, UN doc. A/CN.4/720, p. 10-49 <https://documents-ddsny.un.org/doc/UNDOC/GEN/N18/096/52/PDF/N1809652.pdf?OpenElement>. <p>Recommended readings:</p> <ul style="list-style-type: none"> • Britta Sjöstedt; Carl Bruch ; Cymie Payne, ‘Environment and Armed Conflict’ in Lavanya Rajamani, Jacqueline Peel, <i>The Oxford Handbook of International Environmental Law</i> (2nd edn OUP 2021). • Cameron Holley, et. al, ‘Environmental Security and the Anthropocene: Law, Criminology, and International Relations’ (2018) 14 Annual Review of Law and Social Science 185-203.
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<p>Week 2</p>	<p>Securitizing the environment Compulsory readings</p> <ul style="list-style-type: none"> • Lucile Maertens, 'Climatizing The UN Security Council' (2021) 58 International Politics. • Christine Gray, 'Climate Change and the Law on the Use of Force' in Rosemary Rayfuse and Shirley Scott, <i>International Law in the Era of Climate Change</i> (Edward Elgar 2012). <p>Recommended readings</p> <ul style="list-style-type: none"> • Mark A. Boyer & Neil Oculi, 'Securitizing the Environment: Climate-change as First Order Threat', in Michael Butler, <i>Securitization Revisited</i> (Routledge 2019).
<p>Week 3</p>	<p>Protection of the environment in situations of international armed conflict Compulsory readings:</p> <ul style="list-style-type: none"> • Karen Hulme, 'Climate Change and International Humanitarian Law', in Rosemary Rayfuse and Shirley Scott, <i>International Law in the Era of Climate Change</i> (Edward Elgar 2012) • International Law Commission, <i>Protection of Environment in relation to Armed Conflict</i>, 73rd Session, A/CN.4/L.968 (2022)
<p>Week 4</p>	<p>Protection of the environment in situations of non-international armed conflict Compulsory readings</p> <ul style="list-style-type: none"> • Land, law and resistance (Legal pluralism and tribal conflicts over land alienation in Odisha) Satyapriya Rout (Book: Conflict, Negotiations and Natural Resource Management – A Legal Pluralism Perspective from India) Routledge
<p>Week 5</p>	<p>Establishing Responsibility for Environmental Harm in Conflict Zones (?) Compulsory readings</p> <ul style="list-style-type: none"> • International Law Commission, Second Report of the Special Rapporteur, Ms. Marja Lehto, UN Doc. P. 23-74 <https://documents-dds-ny.un.org/doc/UNDOC/GEN/N19/053/19/PDF/N1905319.pdf OpenElement>

Week 6	<p>Use of Nuclear Weapons during Armed Conflict</p> <p>Compulsory readings</p> <ul style="list-style-type: none"> Erik Koppe, <i>The Use of Nuclear Weapons and the Protection of the Environment during Armed Conflict</i>, (Hart Publishing 2008) p. 109359 <p>Recommended readings:</p>
Week 7	<p>Water security</p> <p>Compulsory readings</p> <ul style="list-style-type: none"> Mishra, B.K.; Kumar, P.;Saraswat, C.; Chakraborty, S.; Gautam, A. Water Security in a Changing Environment: Concept, Challenges and Solutions. <i>Water</i> 2021,13, 490. https://doi.org/10.3390/w13040490 Water security: A litmus test for international law https://onlinelibrary-wileycom.opj.remotlog.com/doi/epdf/10.1111/reel.12328 DOI: 10.1111/reel.12328
Week 8	<p>Food security</p> <p>Compulsory readings</p> <ul style="list-style-type: none"> Poppy, Guy & Jepson, Paul & Pickett, John & Birkett, Michael. (2014). Achieving food and environmental security: New approaches to close the gap. <i>Philosophical transactions of the Royal Society of London. Series B, Biological sciences.</i> 369. 20120272. 10.1098/rstb.2012.0272.

<p>Week 9</p>	<p>Environmental security and gender</p> <p>Compulsory readings</p> <ul style="list-style-type: none"> • Nicole Detraz, <i>Environmental Security and Gender</i> (Routledge 2018). (Chapter 1 - Where does gender fit in discussions of security and the environment?) • Tobias Ide, Marisa Ensor, Virginie Le Masson and Susanne Kozak, <i>Gender in the Climate-Conflict Nexus: “Forgotten Variables, Alternative Securities, and Hidden Power Dimensions.</i> • Bonnie Chu, <i>COP26: Why Are Women Still Missing at the Top Climate Table</i> Recommended readings: • Edward R. Carr, “Gender and Environmental Security” in Chantal de Jonge Oudraat and Michael E. Brown, eds., <i>The Gender and Security Agenda: Strategies for the 21st Century.</i> • Hardt, <i>The United Nations Security Council at the Forefront of (Climate) Change?</i>
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<p>Week 10</p>	<p>Environmental security – climate refugees, forced migrations, and statelessness</p> <p>Compulsory readings</p> <ul style="list-style-type: none"> • Manou, D., Baldwin, A., Cubie, D., Mihr, A. and Thorp, T., 2018. <i>Climate change, migration and human rights.</i> Abingdon: Routledge. (Chapter 1 & 2) • Schaik, Louise van, and Tammo Bakker. “Climate-MigrationSecurity: Making the Most of a Contested Relationship.” Clingendael Institute, 2017. http://www.jstor.org/stable/resrep17344.
	<p>Recommended readings:</p> <ul style="list-style-type: none"> • The impact of Covid-19 on Human Security - https://www.un.org/humansecurity/wp-content/uploads/2021/06/Human_security_covid_CeSI_MAECI_May_2021_1.pdf • Rume T, Islam SMD. Environmental effects of COVID-19 pandemic and potential strategies of sustainability. <i>Heliyon.</i> 2020 Sep;6(9):e04965. doi: 10.1016/j.heliyon.2020.e04965. Epub 2020 Sep 17. PMID: 32964165; PMCID: PMC7498239.

<p>Week 11</p>	<p>Protection of the environment as part of <i>jus post bellum</i></p> <p>Compulsory readings</p> <ul style="list-style-type: none"> • Krause, K., & Jütersonke, O. (2005). Peace, Security and Development in Post-Conflict Environments. <i>Security Dialogue</i>, 36(4), 447–462. http://www.jstor.org/stable/26298947 • D.A. Dam-de Jong, ‘Building a Sustainable Peace: How Peace Processes Shape and are Shaped by the International Legal Framework for the Governance of Natural Resources, <i>RECIEL</i> (advance online article, August 2019); • K. Hulme, ‘Using a Framework of Human Rights and Transitional Justice for Post-Conflict Environmental Protection and Remediation’, in C. Stahn, J. Iverson and J. Easterday, <i>Environmental Protection and Transitions from Conflict to Peace: Clarifying Norms, Principles, and Practices</i> (OUP 2017); <p>Recommended Readings</p> <ul style="list-style-type: none"> • E. De Brabandere, Jus Post Bellum and Foreign Direct Investment: Mapping the Debate, 16 <i>Journal of World Investment and Trade</i> 590 (2015); • C. Payne, ‘Developments in the Law of Environmental Reparations: A Case Study of the UN Compensation Commission’, <i>Environmental Protection and Transitions from Conflict to Peace: Clarifying Norms, Principles, and Practices</i> (OUP 2017); • International Court of Justice, Costa Rica-Nicaragua, Judgment of 2 February 2018 (compensation) • (with a case study of UN Compensation Commission). Ref: C. Payne article (OUP 2017)
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Week 12	<p>Inter-state reparations of environmental harm</p> <p>Compulsory readings</p> <ul style="list-style-type: none"> • A. Bellal, ‘Establishing the direct responsibility of non-state armed groups for violations of international norms: issues of attribution’, in N. Gal-Or, M. Noortmann, and C. Ryngaert (eds), <i>Responsibilities of the Non-State Actor in Armed Conflict: Theoretical Considerations and Empirical Findings</i> (2014); • M. Longobardo, ‘State Responsibility for International Humanitarian Law Violations by Private Actors in Occupied Territories and the Exploitation of Natural Resources’, <i>Netherlands International Law Review</i> (2016) Vol. 63, p. 251–274; • International Law Commission, Second report on protection of the environment in relation to armed conflicts by Marja Lehto, Special Rapporteur, UN Doc. A/CN.4/728, 27 March 2019; • E. Morgera, ‘Corporate Accountability’, in E. Morgera and K. Kulovesi, <i>Research Handbook on International Law and Natural Resources</i> (Edward Elgar 2016), p. 109-131; • J. Bonnitcha and R. McCorquodale, ‘The Concept of ‘Due Diligence’ in the UN Guiding Principles on Business and Human Rights’, <i>European Journal of International Law</i> Vol. 28(3) (2017), p. 899-919 (see p. 921-928 for a reply by Ruggie and Sherman)
Week 13	<p>Criminal accountability and transitional justice</p> <p>Compulsory readings</p> <ul style="list-style-type: none"> • L. van den Herik and D.A. Dam-de Jong, ‘Revitalizing the Antique War Crime of Pillage: The Potential and Pitfalls of Using International Criminal Law to Address Illegal Resource Exploitation’, <i>Criminal Law Forum</i> No. 3 (2011), p. 237-273; • C. Ryngaert, ‘Accountability for Corporate Human Rights Abuses: Lessons from the Possible Exercise of Dutch National Criminal Jurisdiction over Multinational Corporations’, <i>Criminal Law Forum</i> Vol. 29 (2018), p. 1–24; • E. Cusato, ‘Back to the Future? Confronting the Role(s) of Natural Resources in Armed Conflict Through the Lenses of Truth and Reconciliation Commissions’, <i>International Community Law Review</i> Vol. 19 (2017), p. 373–400.
Week 14	Revision Week